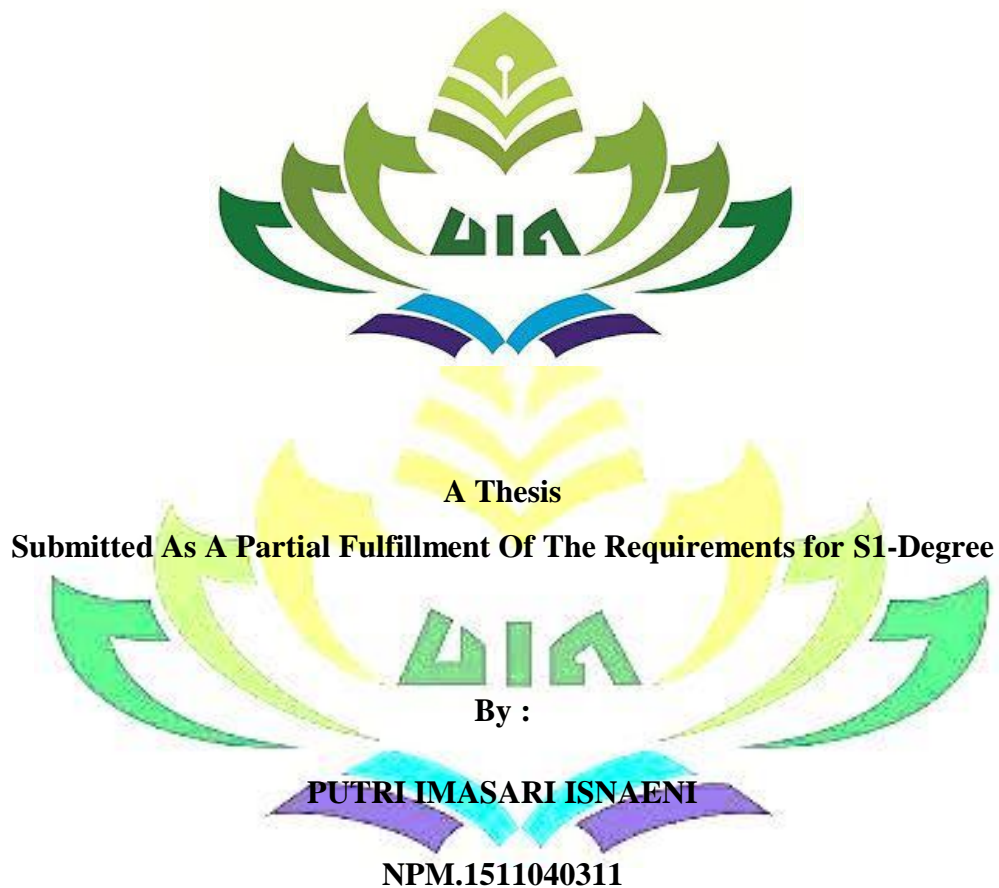


**THE INFLUENCE OF TPRC (THINK, PREDICT, READ, CONNECT)
STRATEGY TOWARDS STUDENTS' READING COMPREHENSION IN
DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMP ISLAM 1
KALIREJO IN THE 2019-2020 ACADEMIC YEAR**



Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY OF LAMPUNG
2019**

**THE INFLUENCE OF TPRC (THINK, PREDICT, READ, CONNECT)
STRATEGY TOWARDS STUDENTS' READING COMPREHENSION IN
DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMP ISLAM 1
KALIREJO IN THE 2019-2020 ACADEMIC YEAR**

A Thesis

Submitted As A Partial Fulfillment Of The Requirements for S1-Degree



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**TARBIYAH AND TEACHER TRAINING FACULTY
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2019

ABSTRACT

Reading is one of the language skills that should be mastered by the students. In reading the text, readers can find the knowledge and get information from the printed text. The students' reading comprehension in SMP Islam 1 Kalirejo is still low especially in descriptive text. To solve this problem, the researcher applied TPRC strategy, to develop students' reading comprehension. The objective of this research is to know whether there is a significant influence of using TPRC strategy towards Students' Reading Comprehension on Descriptive Text at the Eighth Grade at smp Islam 1 Kalirejo in the Academic Year of 2019/2020.

The quasi-experimental design was used in this research. The population was the eighth grade of SMP Islam 1 Kalirejo. The samples of this research were two classes consisting of 30 students for experimental class and 31 students for control class. The treatments were conducted in three meetings in which 2 x 40 minutes for each meeting. The TPRC Strategy was used for the treatments in the experimental class and the Reading Aloud was used for the control class. In collecting the data, the instrument in the form of multiple-choice questions that had been tried out was given to the students. Before the treatments were disposed, the pre-test for both classes were given. Then, after conducting the treatments, the post-test for both classes were given.

After giving pre-test and post-test, the data were analyzed by using independent sample t-test. From the data analysis computed by using SPSS version 16, it was obtained that the $Sig. = 0.020$ and the $\alpha = 0.050$. It means that the H_a is accepted because of the $Sig. < \alpha = 0.020 < 0.050$. Therefore, there is a significant influence of using TPRC Strategy towards students' reading comprehension of descriptive text at the eighth grade of SMP Islam 1 Kalirejo Central Lampung.

Keywords: *TPRC Strategy, Descriptive Text, Reading Comprehension*



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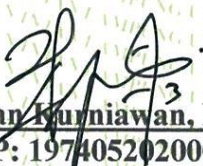
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ADMISSION

A thesis entitled: **“THE INFLUENCE OF TPRC (THINK, PREDICT, READ, AND CONNECT) STRATEGY TOWARDS STUDENTS’ READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMP ISLAM 1 KALIREJO IN THE 2019/2020 ACADEMIC YEAR”**, By: **Putri Imasari Isnaeni**, NPM: 1511040311, Study Program: English Education, was tested and defended in the examination session held on: Monday, December 16th 2019.

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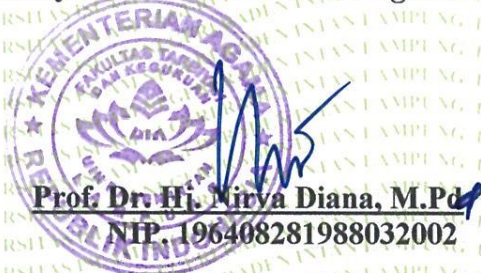
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MOTTO

1. Read, in the name of your Lord who created.
2. Created man from a clinging substance.
3. Read, and your Lord is the most Generous.
4. Who taught by the pen.
5. Thought man that which he knew not. (Qs. Al Alaq: 1-5)¹

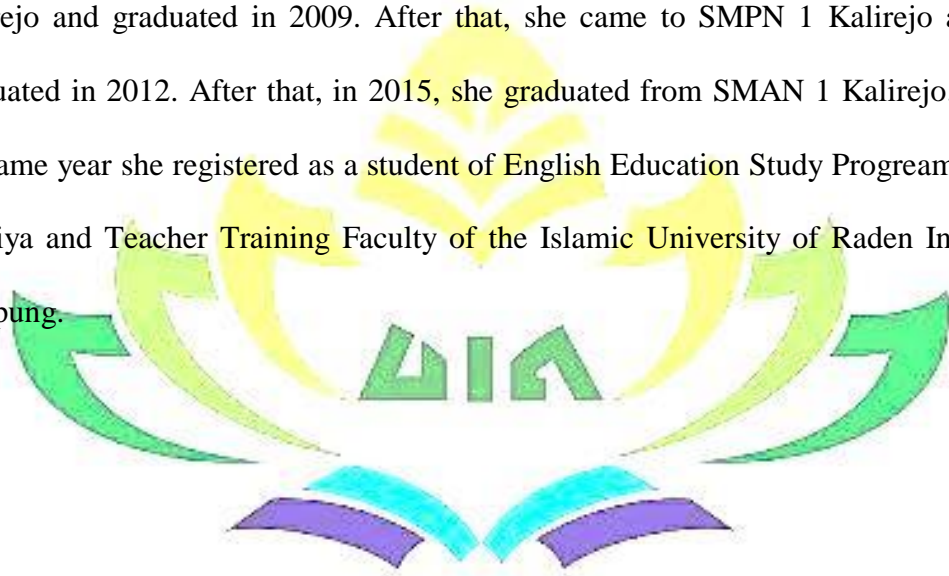


¹ The Presidency of Islamic Researches, UFTA, CALL, AND GUIDANCE, *The Holy Qur'an English Translation of the Meaning and Commentary*, (Al-Madinah Al Munawarah, King Fahd Holy Qur'an Printing Complex, 1410 H), p. 1980

CURRICULUM VITAE

The name of the researcher is Putri Imasari Isnaeni. She was born in Kalirejo, Central Lampung on 22 September 1997. She is the first child from Mr. Syarifudin and Mrs. Siti Khotimah. She has two sisters and one brother. She lives in Kalirejo, Central Lampung.

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DECLARATION

I hereby declare this thesis entitled “The Influence of TPRC (Think, Predict, Read, Connect) Strategy Towards Students’ Reading Comprehension in Descriptive Text at the Eighth Grade of SMP Islam 1 Kalirejo Central Lampung in the Academic Year of 2019/2020” is completely my own work. I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledge in this text.

Bandar Lampung, ... November 2019

Declared by,

Putri Imasari Isnaeni

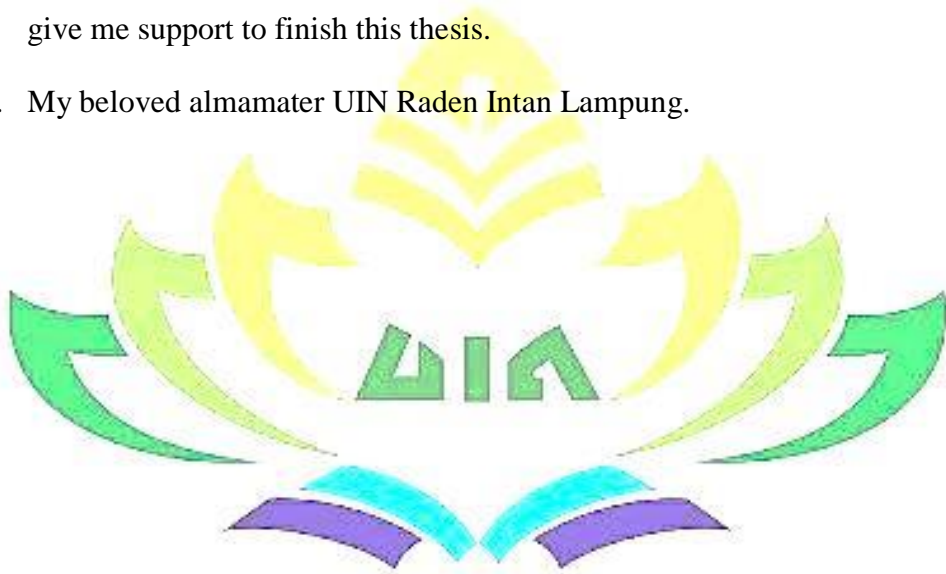
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DEDICATION

The researcher would like to dedicated this thesis to:

1. My beloved parents, Mr. Syarifudin and Mrs. Siti Khotimah who always support and pray for my success.
2. My beloved sisters, Tasya Modesti Salsabila and Alya Zahrotri Andini, and my beloved brother, Asad Edsel Abidin, who always pray for me and give me support to finish this thesis.
3. My beloved almamater UIN Raden Intan Lampung.



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Alhamdulillah, thanks Allah the Almighty, for the blessing, merciful and kindness. May shalawat and salam always be with the Prophet Muhammad who brings us from the darkness to the lightness. Due to Him, this thesis entitled “The Influence of TPRC (Think, Predict, Read, Connect) Strategy Towards Students’ Reading Comprehension In Descriptive Text at Eighth Grade of SMP Negeri 1 Kalirejo 2019/2020 Academic Year” is handed in as compulsory fulfillment of the requirement for S1-degree of English study program at Tarbiyah and Teacher Training Faculty, Islamic University of Raden Intan Lampung.

The researcher realizes that she cannot complete this final project without the help of others. The researcher has obtained a lot of help from many people during writing this final project and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

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4. Nurul Puspita, M.Pd, the co – advisor who has guided the writer a lot until the finishing of this thesis.

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8. The researcher's friends of PBI '15 Class E especially; Renza Viona, Novia Nur Singgih, Nani Susanti, Masita Eka Prastyawati, Oktavia Perwitasari, and others in PBI '15.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the writer truthfully expects criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, November 2019
The Researcher

Putri Imasari Isnaeni
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CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading is a complex process.² Reading is a process to understand the ideas between the reader and the writer to get information from the text to draw a conclusion of the information. Reading is an important thing for everyone especially for student. Because if the student want to get information about something, the student should reading. Reading becomes a basic thing for students, because whenever students get difficult in reading, they will get trouble in learning process. As a result, it will affect for their result in the classroom. They will get bad result on their test.

English as a language has four basic skills which are listening, speaking, reading and writing.³ Among those four skills the researcher only wishes to discuss the reading skill because a lot of students get difficult in reading. In reading there is an action of understanding what you are read, it is called comprehension. Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence.⁴ So, reading comprehension can be defined as a thought process through which the

² Karen Tankersley, *The Threads of Reading*, (Alexandria: ASCD, 2003), p. 2

³ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2000), p. 232

⁴ Woolley, Gary, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer Science + Business Media B. V, 2011), P. 15

reader becomes aware of ideas in the text. From the statement above, it can be understood that reading needs comprehension and reading comprehension is careful reading in order to understand the total meaning of the passage.

Comprehension is the center of reading.⁵ Comprehension of a reading text is something that difficult. Comprehension is also influenced by the ability to connect prior knowledge with new knowledge in order to create meaning. Students who succeed in comprehending text are actively involved in the reading processes that require the ability to make predictions, to confirm or to disaffirm those predictions, to ask questions, to infer and to visualise, and to monitor understanding as they read.

Nowdays, students have difficulties in reading comprehension and teachers have difficulties in teaching reading comprehension. It is not easy for teacher to find an effective way to teach reading comprehension while it is hard for students to acquire information and knowledge about reading comprehension given by their teacher. It is even worse because students have less vocabulary which is very useful to comprehend a passage and also some teachers considered that reading is not favorite activity for most students. Therefore, English teachers should find strategies to overcome this problem. They are expected to find appropriate strategies or activities to make students understand reading text and moreover enjoy reading.

⁵ Karen Tankersley, *The Threads of Reading*, p.90

Based on the English syllabus of the eight grade, students are expected to be able to comprehend descriptive text. Even so, many students had problem in comprehending the text, especially occurred in class VIII of SMP Islam 1 Kalirejo, Central Lampung. There is a lot of students in there did not pass minimum standard mastery (KKM) in descriptive text. Descriptive text is aimed at introducing and identifying specific participant such as a person, a thing, a place, an animal, and or an event.⁶ Description on the other side, is a structure to describe that participant from its characteristics, appearances, personality, and habits or qualities.

Table 1
Students' Reading Score in Descriptive Text at the Eighth Grade of SMP Islam 1 Kalirejo in the Academic Year of 2019/2020.

No	Class	Students' Score		Number of Students
		<68	≥68	
1	VIII A	17	13	30
2	VIII B	18	13	31
3	VIII C	19	11	30
4	VIII D	21	10	31
5	VIII E	21	9	30
Total		96	56	152
Percentage		63.2%	36.8%	100%

Source : The students' score of SMP Islam 1 Kalirejo 2019/2020

Based on information of interview to the teacher of SMP Islam 1 Kalirejo there are some problems faced by students in reading activities at classroom. The difficulties of reading are the students find difficulties to gain the meaning of the text, students can pronounce well the words but without understand the meaning,

⁶Eko Noprianto, *Student's Descriptive Text Writing in SFL Perspective* (Indonesian Journal of English Language Teaching and Applied Linguistics ISSN 2527-6492 2017, Vol. 2, No. 1)

some students have problems in comprehending text to get information, during reading activities students sometimes lose focus and consequently in learning process the students have lack in motivation and interest in reading English because they consider that English as the hardest subject to learn.⁷

In addition, the factors causing the low of student's reading motivation and students' reading skill are on the models, method, strategies, and techniques use in the learning process. From the result of interviews, teacher actually uses Read Aloud strategy. According to Richards and Schmidt, reading aloud is saying a written text aloud.⁸ It means that reading aloud is reading text aloud and the other people around us can listen what we read. In teaching by using read aloud, students read the text individually. There are some weakness of this strategy, students can't understand the content when they reads aloud, The activities done by one student. The other students are passively listening, and It is a waste of time.

Besides conducting an interview with the teacher, the researcher also interviewed all of the students of grade 8th to know the strength and weakness of student. First of all the students are responding that English is difficult lesson, so a lot of students do not like english. Some of students are lazy to read english text,

⁷ Sholihah, An English Teacher of SMP Islam 1 Kalirejo. An Interview

⁸ Jack C. Richards and Richards Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Longman Pearson Education, 2010), p. 483

especially descriptive text, they also lack vocabulary, so they just read without know the meaning.⁹

In order to minimize the problem, the researcher assume that factors should be taken for some strategy in teaching reading and an approach reading comprehension to motivate students. To do so, the teacher should be able to apply a certain strategy and an approach to improve students' reading comprehension and to make them enjoy in the teaching learning process. Based on reason above, the researcher take this title to make reading easier to learn for student.

One of strategies that can be used to help students' problem in reading comprehension in descriptive text is Think, predict, read, and connect (TPRC) strategy. Think, Predict, Read and Connect strategy introduced by Rudell is an alternative way to study reading which requires students to be in teams.¹⁰ TPRC strategy can be one of the alternative strategies used by the teacher in teaching reading skill. It is recommended to the English teacher to use TPRC strategy in teaching reading because this strategy is strategy that makes people think and predict before they read a passage it can be useful in reading comprehension. And according to Lenskoi "TPRC is teaching strategy that facilitate students the opportunity to think before reading, to predict, to read independently, and to

⁹The 8th Grade Student of SMP Islam 1 Kalirejo, (Central Lampung: An Interview, 2019), see *Appendix 2*

¹⁰ Rudell, Martha Rapp, *Teaching Content Reading and Writing*, (USA: Wiley Jossey-Boss Education, 2008), p. 243

connect what they learned to what they already knew.”¹¹ TPRC strategy will help the readers to have a better way to comprehending a passage, so the result of reading will be more effective. By designing this research, the researcher hopes that by using the TPRC strategy, students’ reading comprehension can be achieved and result of this investigation will give the answer to the problem above.

Moreover, Brunner state that the purpose of the “Think, Predict, Read, and Connect strategy is to help students develop general knowledge before, during, and after reading”.¹² The TPRC strategy has various ease of use. Learning reading using the TPRC strategy will cultivate student enthusiasm, because in it there is a predict step. The predict step will make the student complete to be able to predict the content reading appropriately. The TPRC strategy also has a connecting move that will forming a concept of intact understanding of the content of reading: student will connect prior knowledge before reading, prediction and confirmity predictions about the content of the reading, as well as knowledge possesse after reading. That way, the students will have a complete understanding that is formed of their learning activity.

There were some researchers that used TPRC Strategy. First, Jatriana conducted research in SMAN 2 Bangko Bagansiapiapi which entitled “The Effect Of Using TPRC Strategy Towards Students’ Reading Comprehension At The

¹¹ Susan J. Lenskoi, *The Sample of What Work Reveal about Secondary Pre-Service Social Studies Teachers’ Use of Literacy Strategies*, (Education Faculty Publications and Presentation, 2015), p. 76

¹² Judy Tilton Brunner, *I don’t get it! Helping students understanding what they read*, (New York: Rowman & Littlefield, 2011), p. 92

Second Year Of SMAN 2 Bangko Bagansiapiapi”. The result showed that the use of TPRC strategies for reading comprehension student in grade XI of SMAN 2 Bangko Bagansiapiapi had a positive effect, and this strategy can be applied in teaching reading comprehension to improve student reading comprehension.¹³

Furthermore, the second previous research conducted by Mirla Sarah Muthmainnah entitled “ Teaching Reading by Using TPRC Strategy in Understanding Recount Text”. The result shows that there is a significant improvement on students’ reading skill after the implementation of TPRC Strategy. It means that TPRC Strategy can be one of the alternative strategy used by the teacher in teaching reading skill especially recount text.¹⁴ Third, “Fostering Students’ Ability in Identifying Main Idea Through TPRC Strategy in Reading A Descriptive Text” conducted by Anisatul Fuadah shows there is also significant improvement of the students’ ability in identifying main idea of reading descriptive text after using TPRC Strategy.¹⁵

Based on the other researcher above, the first previous research is examined whether there is any effect of TPRC strategy for reading comprehension in general text at senior high school, and second previous research is examined how the use of TPRC strategy to improve student’s reading skill in understanding

¹³ Jastriana, *The Effect Of Using TPRC Strategy Towards Students’ Reading Comprehension At The Second Year Of SMAN 2 Bangko Bagansiapiapi*, (Riau: State Islamic University Sultan Syarif Kasim Of Riau Pekanbaru, 2014)

¹⁴ Mirla Sarah Muthmainnah, *Teaching Reading by Using TPRC Strategy in Understanding Recount Text*, (Banda Aceh: Syiah Kuala University, 2018)

¹⁵ Anisatul Fuadah, *Fostering Students’ Ability in Identifying Main Idea Through TPRC Strategy in Reading A Descriptive Text (A Pre-Experimental Study at the First Grade of SMP Negeri 1 Cileunyi)*, (Bandung: Uin Sunan Gunung Djati Bandung, 2018)

reading text, the researcher focuses on the application of TPRC strategy in teaching reading, the type of the text is recount text, and the third previous research intended to foster students' ability in identifying main idea through TPRC strategy in reading descriptive text. The researcher have differences from some research above that in this research, the researcher want to know whether there is any influence of TPRC strategy toward students' reading comprehension in descriptive text at eighth grade of junior high school.

Based on the background above, the researcher would like to take the research under the title: "The Influence Of TPRC (Think, Predict, Read, Connect) Strategy Towards Students' Reading Comprehension In Descriptive Text At The 8th Grade of Smp Islam 1 Kalirejo In The 2019-2020 Academic Year".

B. Identification of the Problem

Based on information of interview to the teacher and students of SMP Islam 1 Kalirejo, the researcher identified the problems of this research as follows:

1. Students lack in vocabulary
2. Students can pronounce well but do not understand the meaning
3. Students find difficulties to gain the meaning of the text
4. Students have problems in comprehending text to get information
5. Students have lack motivation and interest in reading English because they consider that English as the hardest subject to learn

6. Teacher use a strategy that is not suitable for teaching reading comprehension in descriptive text

C. Limitation of the Problem

Based on the background and the identification of the problem above, the researcher was focus this research on the influence of Think, Predict, Read, and Connect (TPRC) strategy in teaching reading comprehension in descriptive text. It is conducted for eighth grade students of SMP Islam 1 Kalirejo in academic year 2019-2020.

D. Formulation of the Problems

Based on the background of the problem above, the formulation of the problem is: Is there a significant influence of using TPRC strategy towards reading comprehension in descriptive text at eighth grade of SMP Islam 1 Kalirejo in the academic year 2019/2020?

E. Objective of the Problems

Based on the formulation of the problem above, the objective of this research will be find out whether there is a significant influence of using TPRC strategy towards students reading comprehension in descriptive text.

F. Significance of the Research

1. Theoritically

For the theoretical contribution, the result of this research is expected to support the previous theories about the influence of Think, Predict , Read,

and Connect Strategy toward students' reading comprehension in descriptive text.

2. Practically

For practical contribution, the result of this research is expected that:

- a. For the teacher of SMP Islam 1 Kalirejo, by implementing this strategy is expected to be able to increase their knowledge and become more creative in learning reading in the classroom also can enrich the theory and method in teaching reading comprehension.
- b. For the students, the result of this research is expected to improve their reading comprehension, make them braver to ask question, to show their argument, and to build their thinking skills.
- c. For the researcher, this research can be as reference for the other researcher in using Think, Predict, Read, and Connect Strategy to improve students' reading comprehension in descriptive text.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students of the eighth grade of SMP Islam 1 Kalirejo in the academic year of 2019/2020.

2. Object of the Research

The object of this research was the use of TPRC Strategy and students' reading comprehension in descriptive text.

3. Place of the Research

The research was conducted at SMP Islam 1 Kalirejo.

4. Time of the Research

The research was conducted at the first semester in the academic year of 2019/2020.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Reading

1. Definition of Reading

Reading is one of the important skills which are needed by the students from elementary school up to university. By reading, the students are able to get information based on what they require in reading. Reading is the process of getting meaning from printed material. Reading is to know the meaning of the words that have been read to get messages and information.¹⁶

Reading, as one of the language skills to be taught, is way of getting the meaning or knowledge from the printed page such as textbooks, newspaper, magazines, and novels.¹⁷ This definition implies that the reading process includes an interaction between the reader and the text. The reader tries to understand the ideas presented by the writer in the text.

Reading is an important activity in life with which one can update his/her knowledge.¹⁸ So, reading is very important for daily activity because reading can gain extensive knowledge, get ideas and obtain information.

Harmer states that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.¹⁹ Relationship between writer and reader focus on how the readers comprehend the main idea of the intention of the writer. A written book has a purpose or content that want to share to the reader. By reading, we are able to get a lot of information and knowledge based on what we require in our life. As a teacher we should be able to develop the students' skill that they can read English texts effectively and efficiently.

Based on those explanations, the researcher concludes that reading is an important skill for students. Reading also is an active process in order to get

¹⁶ Jack C. Richards and Richards Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Longman Pearson Education, 2010), p. 589

¹⁷ Team of Five, *Improving Reading Skill in English*, (Jakarta: Kencana, 2002), p. 51

¹⁸ M. F. Patel and Praveen M. Jain, *English Language Teaching (Method, Tools, Technique)*, (Jaipur: Sunrise Publisher, 2008), p. 113

¹⁹ Jeremy Harmer, *How to Teach English*, (New York: Longman Impression, 1998), p. 70

information and comprehend from printed text using eyes and brain to understand what the writer's mean. Reading is important process for students' to get the information and comprehend more active in the text.

In short, we might say that reading is not easy as we think. Reading is one of the receptive skills, but it's not meant that reading is passive. In this process of reading, the reader is not meant only ought to play his physical, like running the eyes over the text, but also his mind need to think carefully, it will need a lot of concentration in order to comprehend the text, and catch what the text means.

B. Types of Reading

There are two types of reading that are usually applied in reading class, extensive and intensive reading.

1. Intensive Reading

Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students attention to grammatical form, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rethorical relationships, and the like. For this reading activity, the teacher chooses and directed what the students read and it is designed to develop specific receptive skill. Intensive reading as an activity to take a text, study it line, referring at every moment to our dictionary and our grammar, comparing, analizing, translating and retaining every expression that it contains.

1) Types of Intensive Reading

a. Reading Aloud

Reading aloud also play information role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because is the base words pronounciation. If it is not cared, it will be very difficult at secondary level. According to Venktes, only those text should be read aloud, which have been written to read aloud like poetry, dialogue and other type of text. The text which have no need not to read aloud should not

be read aloud.²⁰ It means that reading aloud is one type of reading where in the text reading must use aloud voice. Reading basically is reading silently. This type of reading is only suitable for primary level.

b. Reading Speed

Reading speed is affected by a range of factors including the purpose of the reading and the difficulty of the text.²¹ The difficulty of the text is affected by the vocabulary, grammatical construction, discourse, and background knowledge.

c. Reading Comprehension

Comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preceding knowledge related to the topic of the text.²² It means that reading comprehension is the reader's understanding before and after reading the passage, because the readers have an opinion or understanding of his own before reading the text.

2. Extensive Reading

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc). Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure; use extensive reading is to improve general knowledge.²³ In extensive reading, students silently read large quantities of materials. These materials are usually at a level that permits students to gain at least a fair understanding of what they are reading without outside help.²⁴ Furthermore, extensive reading is a process of reading text with accuracy. The reader should choose a text that they interested in it, so they must focus just in the text to get the meaning and comprehend the text well. It is reading activity that in teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement.

C. Concept of Reading Comprehension

²⁰M.F Patel and Preveen M. Jain, *English Language Teaching*, p. 120-121

²¹ I. S P Nation, *Teaching ESL/EFL Reading and Writting*, (New York and London: Routledge, 2009) p. 27

²² Donna M. Scanlon, Kimberly L. Anderson and Joan M. Sweeney, *Early Intervention for Reading Difficulties*, (London: The Guilford Press, 2010), p. 276

²³ Jeremy Harmer, *The Practice of English Language Teaching Longman Handbooks for Language Teacher*, (London: Longman Eight, 2001), p. 210

²⁴ Jonathan Aliponga, Reading Journal: Its Benefits for Extensive Reading: *International Journal of Humanities and Social Science Vol. 3 No. 12* (Japan: Kansai University, 2013), p. 73

1. Definition of Reading Comprehension

Reading Comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text.²⁵ The ability to comprehend something from reading materials for students who learn a foreign language needs to be improved in order to make them easier in reading process and to give them enough time in developing ability. Additionally, the reading objectives invite the readers to understand what being presented by the writer. Understanding will not only know what being delivered by focusing only on intended meaning delivered, but also the deep inference of specific meaning and message.

According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals word by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to meaning and finally connect these word into idea units.²⁶ It means that comprehension is process ability of someone to make sense of the context base on what he or she reads or hears. It is way in which someone interprets the text.

According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.²⁷ It means comprehension is ability to understand about something, in order that, the students are able to answer and understand a descriptive reading question form. Based on language assessment theory by Brown, especially in reading there are some criteria that are commonly used in measuring students' reading comprehension, they are:

- 1) Main idea (topic)
- 2) Expression
- 3) Inference (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for specifically stated detail)

²⁵ Cathy Heal, *What the Experts Say Fact Sheet*, (Longman:PEACT, 2002), p. 3

²⁶ Joanne Schudt Caldwell, *Comprehension Assessment A Classroom Guide*, (New York: The Guildford Press, 2008), p.5

²⁷ H. Douglas Brown, *Teaching By Principle, an Interactive Approach to Language Pedagogy*, (san Fransisco: San Fransisco University Press, 2000), p. 306

- 6) Excluding facts not written (unstated details)
- 7) Supporting idea
- 8) Vocabulary in context.²⁸

It can be inferred that reading comprehension means the students must read the text and interact the printed on written symbols with his cognitive skill and his knowledge of the world. It means that reading is not simply making sound of the text, but it is about comprehending the idea of the text itself. In order words, it can be stated that there is no reading comprehension. In the process of reading comprehension the students need skills related to the purpose of reading and consider the questions to concentrate on the important points.

D. Concept Of Genre Text

1. Definition Text

According to Siahaan, a text is a meaningful linguistic unit in a context. A text is a both a spoken text and written text.²⁹ In addition to, in a text contain of meaning morpheme, phrase, clause, sentence and discourse or another linguistic unit. A text is not ideas that conveyed in form of written but also ideas or information delivers orally such as speech, conversation, etc. Furthermore Anderson said that a text is when these words are putting together to communicate a meaning, a piece of text is created. There are two main categories of text, they are literary and factual.³⁰ In line, text is arranging of words to be a sentence in order to deliver a message or information.

2. Kind of Text

According to Gerot and Wignel classify the genre into thirteen types. They are:

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

²⁸ H. Douglas Brown, *Language Assessment Principles And Classroom Practice on Education*, (San Fransisco: Sn Fransisco University Press, 2004), p. 206

²⁹ Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 1

³⁰ Mark Anderson, Kathy Anderson, *Text types in English*, (South Yarra: Macmillan, 1997), p. 1

Recount is a text to retell events for the purpose of informing or entertaining.

3. Report

Report is a text to describe the way things are with reference to arrange of natural, man-made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered news worthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place, or thing.

10. Hortatory exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

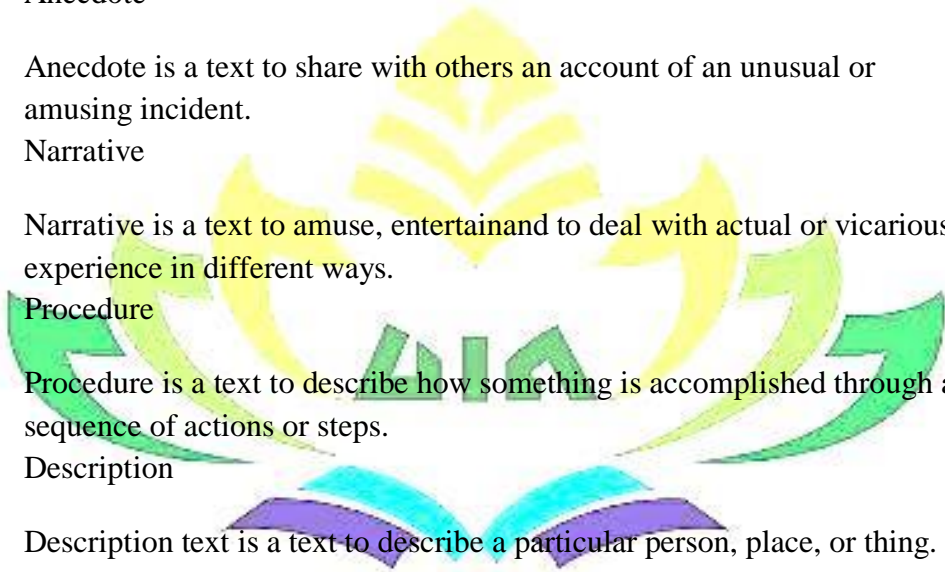
11. Explanation

Explanation text is a text to explain the processes involved in the formation or working of natural or sociocultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Review



Review is a text to critique an art work or event for a public audience.³¹

Based on explanation above, it can be concluded that there are many kinds of text that must be mastered by the learners in reading for increasing the learner's reading ability. Each of text have different characteristic and purpose. In this case, the researcher only focuses in descriptive text because this kind of text will be the material that should be learned by the students of eighth grade.

E. Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a text containing two components identification and description by which describe animals, people, or others.³² This means that descriptive text can be used to describe animals, people, or others. Thus, it helps the reader can imagine what the text about. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in.

According to Dzuharie, he said that descriptive text is a text which describe and gives more detail information about particular people, thing, place, and animal. It means that descriptive text tells the readers to know about something specifically by giving characteristic of something which described.³³

"The purpose of the descriptive text is to describe person, something, place, animal with specific".³⁴ End-to-end, descriptive text is clarifying person, thing, place, or animal with special manner. There is more information about an object that will be describe in descriptive text such as information about person, thing, place, or specific animal with explicit and detail. Anderson add that descriptive terxt is different from information reports because they described a specific subject rather than general group.³⁵

Descriptive text has two parts of generic structure. First is the identification which is the introductory statement introducing general classification of the things being described. The second is the description. This part describes the description of the general classification mentioned before. There

³¹ Linda Gerot, Peter Wignell, *Making Sens of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p. 192-220

³² Sanggam Siahaan, *Generic Text Structure*, p. 89

³³ Otong Setiawan Dzuharie, *Essay Writing*, (Bandung: Yrama Widya, 2009), p. 153

³⁴ *Ibid*

³⁵ Mark Anderson, Kathy Anderson, *Text Type in English*,p. 28

are four language features used in descriptive text. First is the specific participant, has a certain object, is not common and unique. Second is the use of adjective and. Third the use of simple present tense. And the last is use action verb.

It can be concluded that descriptive text is used to describe not only physical but also the apperance and personality of people, place, things or objects, feelings and emotions specifically.

2. Generic Structure of Descriptive Text

The generic structure is part of the text as a completed each of part the text. Pardiyono says that make the descriptive text the students must implement the important part of the descriptive text, they are:

1).Communicative purpose

The description is a type of writing text, which has the specific function to give a description of an object.

2). Rhetorical structure

The rhetorical structure is the part text. Each part has its own function. In other words, the rhetorical structures of the descriptive text are:

Identification : it is a statement or short paragraph that identifies the object that going to describe. It is usually interesting and able to provide the readers to be eager to read the text.

Description : it may consist of one or several paragraphs. This part is used to give sufficient about the object as mention done according to different angles. Such as size, length, strength, color, height, a condition of location, weather, etc

3. Language Features

In this context, grammatical patterns mean the patterns of the grammatical often isused in certain kind of the text. The grammatical patterns commonly used in descriptive text are :

- 1). Use of verb; be(is, am, are), have. Linking verb(same looks sounds, like).
- 2). Use of simple present tense, present prefect tense.
- 3). Use of adjectives to describes the conditional of the object

4. Example of Descriptive Text

Indonesia

Indonesia is a big country. It is between two continents, Asia and Australia, and between two oceans. The Pacific Ocean and the Indian Ocean. It is a largest archipelago in the world. There are more than seventeen thousand islands in Indonesia. We have a lot of islands. The big ones are Papua, Kalimantan, Sumatra, Sulawesi, and Java. Of the five islands, Java is the smallest, but it is the most populated one. We can find people from around Indonesia in Java. Indonesia is on the equator. The sun shines brightly every day, so it is mostly hot. It has two seasons, the rainy season, and the dry season.

Source : Siti Wachidah, *When English Rings a Bell*, (Jakarta: Kementerian Pendidikan Kebudayaan, 2017), p. 151

F. Concept of Approach, Method, Technique, and Strategy

In general area of methodology, people talk about approaches, method, technique, strategy, and procedures, all of which go into the practice of English teaching. An approach describes how people acquire their knowledge of the language and make statements about the condition which will promote successful language learning.³⁶

According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and applicability of both pedagogical setting.³⁷ Harmer states that people use the term approach to refer to the theories about the nature of language and language learning which the sources of way things are done in the classroom and which provide the reasons for doing them.³⁸ It means that approach is how the people get the knowledge to achieve the successful in language learning. The example of teaching approaches are cognitive code learning, communicative approach, etc.

³⁶ Jeremy Harmer, *The Practice of English*, p. 78

³⁷ H. Douglas Brown, *Teaching by Principles An Interactive*, p. 16

³⁸ Jeremy Harmer, *The Practice of*, p. 78

A method is practical realisation of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organisation. Methods include various procedures and technique is something that actually take place in language teaching and learning in the classroom.³⁹ It means that technique is the important activities in learning process to get a good class situation teacher have to use interest technique in the class. Technique must be consistent with a method and therefore in harmony with an approach as well. As the example when the students have produced wrong expression, the teacher just repeat the right one. The example of method are GTM (Grammar Translation Method), direct method, reading method, etc.

Strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies.

Based on statement above, in order to solve the problem in learning English Think, Predict, Read, Connect is one of the strategy in teaching learning process. Therefore, by using this strategy in learning reading comprehension, students will have fun and enjoy and are not bored.

G. Concept of TPRC Strategy

1. Definition Of TPRC Strategy

Think, Predict, Read and Connect introduced by Ruddel is an alternative way to study reading which requires students to be in teams.⁴⁰ Each team needs paper, pencils, and text (textbooks, primary sources, literature, or whatever). The instruction begins when teacher directs the teams to work together *think* about and jot down everything they know about the general topic within which the lesson topic fits. Students should be given about 6 to 8 minutes for working while the teacher observes and listens in from distance and/or assists any teams that appear to be having trouble. The teacher next announces the specific subject the reading is to be about and asks students to *predict* what they will find in the reading. Student then *read* the assignment individually; however, even though the students are reading individually, the room is by no means silent. Teacher can expect to hear a low buzz of conversation as students read – partners and teams will talk to

³⁹ Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 14

⁴⁰ Rudell, Martha Rapp, *Teaching Content Reading and Writing*, (USA: Wiley Jossey-Boss Education, 2008), p. 243

each other and comment about information found in the text. When the reading is completed, the teacher leads a discussion in which students connect what they knew before reading with what they learned during reading.

Think, Predict, Read and Connect strategy is defined as strategy of instruction that enable students to make connections between their existing knowledge and skill (thinking) through making connections between predicting while reading and predicting something for teachers to create a directed reading thinking activities. TPRC can help students to understanding the text with combine between students' knowledge and their previous knowledge to solve the text and with use to predict the text that students' learn and it can improve students' thinking activity

Moreover, Brunner state that the purpose of the "Think, Predict, Read, and Connect strategy is to help students develop general knowledge before, during, and after reading".⁴¹ TPRC strategy is the right strategies used in teaching reading comprehension. TPRC strategy has various ease of use. Learning reading comprehension by using the strategy TPRC will foster an enthusiastic student, because it constitutes a step predict. Predict step will make the students race to be able to predict the contents reading correctly.

For example, in a lesson to teach the rules and regulations for playing football, students might be asked to think about and list everything they know about football. Then the teacher asks the students to put a check mark beside

⁴¹ Judy Tilton Brunner, *I don't get it! Helping students understanding what they read*, (New York: Rowman & Littlefield, 2011), p. 92

anything students think might be in their reading. After that, the students are asked to read and connect their mind mapping with the passage before answering the question. Based on those steps, TPRC strategy may be good to apply in teaching reading, especially informational (non-fiction) texts, for example descriptive texts, report texts, and news-items.⁴²

In conclusion, TPRC is a strategy to learning English especially for reading, TPRC can help students to understanding the text which their own knowledge about the material or issue that they learn. Teaching reading by using TPRC strategy can give more positive impact on students' reading comprehension. It causes TPRC strategy can make students make a mind mapping about the subject what they will discuss and it can help them to understanding the subject with helping the think step.

2. Advantage of TPRC Strategy

The advantage of TPRC Strategy is TPRC can help students to understanding the text which their own knowledge about the material or issue that they learn, TPRC strategy can make students make a mind mapping about the subject what they will discuss and it can help them to understanding the subject with helping the think step, by using this strategy the students can make more interaction with their friends because it is work in pairs or small group teams. And also this strategy provides critical information for the teacher about students' preconceived knowledge.⁴³

3. Disadvantage of TPRC Strategy

TPRC is one of the strategies that can be applied to teach reading especially in descriptive text. It stimulates students to have their own perspective

⁴² Edo Ersanda, *The Effectiveness of TPRC Strategy for Teaching Reading Comprehension of Descriptive Text*, (Semarang: Semarang State University, 2015)

⁴³ Judy Tilton Brunner, *I Don't Get It!*, p. 93

or imagination before reading a text. However, this kind of strategy still has a disadvantage. Based on the researcher, not all kind of text can be predicted using TPRC. Text familiarity is needed to make students easier to comprehend a text. We know that if we want to predict something, firstly we have to know anything about the things that we will predict or describe later. When students don't have background knowledge about the topic given, surely they will not able to make their own description. It can be an obstacle for students to do the next activity. Teachers should give a familiar topic for students to make them easier to use this strategy.⁴⁴

4. Procedure of Using TPRC Strategy

According to Brunner the steps of TPRC strategy is there are eight steps:

1. Explain to students the topic for the lesson while activating their background knowledge,
2. Divide the students into groups of three to four,
3. Using notebook or larger sheets of paper, ask students to write the topic at the top. Using vertical lines, tell students to divide the paper into three equal sections,
4. At the top of the left column, ask students to write the word "Think." At the top of the middle column, ask them to write the word "Predict." At the top of the right column, have them write the word "Connect".
5. Ask students to think about what they already know about the topic. This information should be recorded in the "Think" column,
6. After explaining to students that they will be reading information on this topic, ask them to review what was written in the "Think" column and

⁴⁴*Ibid*

place a checkmark in the “Predict” column beside the information they believe will be included in the text,

7. Ask students to read the selection and mark with a sticky note or highlight the text, if it includes information they predicted would be included,
8. Have students make connections between the information in the text and what they already know about the topic as they read. Have them record these thoughts in the “Connect” column.⁴⁵

H. Concept of Read Aloud Strategy

1. Definition of Read Aloud Strategy

Reading aloud is related with a range of literacy skills and cognitive benefits.⁴⁶ It means that reading aloud is useful activity for the reader and the listener in the listening the text and can increase the comprehension in the reading. Reading aloud is an activity and a tool for the teachers, students and the readers, when they read.

According to Richards and Schmidt, reading aloud is saying a written text aloud.⁴⁷ It means that reading aloud is reading text with aloud and the other people around us can listen what we read. In teaching by using read aloud, students read the text individually.

⁴⁵ Judy Tilton Brunner, *I Don't Get It!*, p. 92

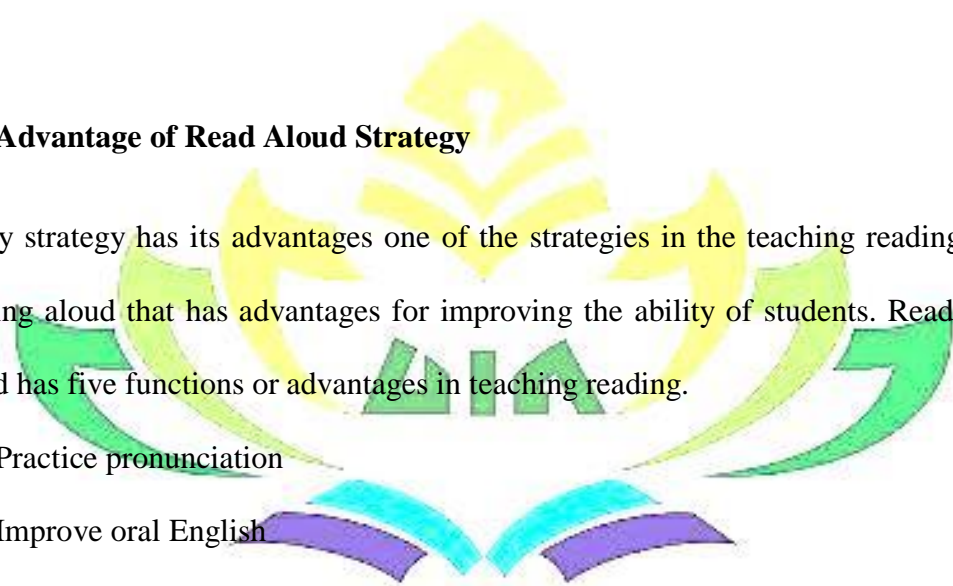
⁴⁶ Susan Ledger, Margaret K. Merga, *Read Aloud: Children's attitudes Toward being Read to at Home and at School*, (Australian Journal of Teacher Education) Vol (43), (Murdoch University, March 2018), p. 125

⁴⁷ Jack C. Richards and Richards Schmidt, *Longman Dictionary of Language*, p. 483

Based on those theories, it can be concluded that reading aloud is an activity and a tool for the teachers, students and the readers, when they read. Where, when we read the text the other people around us can listen what we read. In the other hand, readeng aloud enables lerner to develop the skill of reading very well by speaking or expressing ideas, makes reading very enjoyable, improve listening skill, enriches vocabulary, improve reading comprehension, and the important is growing interest in reading to the students.

2. Advantage of Read Aloud Strategy

Every strategy has its advantages one of the strategies in the teaching reading is reading aloud that has advantages for improving the ability of students. Reading aloud has five functions or advantages in teaching reading.

- 
- a. Practice pronunciation
 - b. Improve oral English
 - c. Get deeper understanding
 - d. Strengthen the knowledge
 - e. Improve the classroom atmosphere⁴⁸

3. Disadvantage of Read Aloud Strategy

There are also disadvantage in Read Aloud strategy, such as:

⁴⁸ Susan Ledger, Margaret K. Merga, *Read Aloud: Children's attitudes* p. 125

- a. Students can't understand the content when they reads aloud
- b. The activity is done by one student. The other students are passively listening
- c. It is a huge waste of precious time⁴⁹

4. Procedure of Read Aloud Strategy

According to Teacher safe schools and Kailani in Alsehri, there are some steps in teaching and learning using reading aloud, specifically:

1. The teacher should choose a story or a book that will be interesting to the students.
2. The teacher should pre-read the story/book and highlight the words that are key to understanding the story/book.
3. The teacher should relate the story/book to the students' previous knowledge by asking them some questions pertaining to the story/book.
4. The student should read the story/book once without interruption.
5. The teacher should read the text more than once because reading the same text several times will help the students comprehend.
6. After the first uninterrupted reading, the student can interrupt the rereading to get an explanation of the words.
7. The teacher should ask some question to assess the students' comprehension, while the reader is rereading the story/book.
8. At the end of the class, the teacher will ask the students to do reflective discussions about the story/book.

⁴⁹ *Ibid*

9. The teacher will assess the students' understanding of the new words by asking them some questions about the meaning of the new words.⁵⁰

I. Frame of Thinking

Learning process is the main activity in the school. There is interaction between teacher and students and valuable educative. Teaching and learning process is done and guided to reach the maximal result, the teacher must be able to design the learning model based on the material subject and to practice the students' thinking.

Comprehend the reading text is something that hardly to do, moreover reading comprehension of English text. Many students find difficulties to catch main idea when they read the long text, so they took long time to comprehend the text especially in reading section. By using TPRC Strategy the students be more active an creative.

Based on the frame of theories above, the researcher concludes that an English teacher must have appropriate strategies to teach english. It can motivate the students in learning english. In this case the teacher can help the students by using TPRC strategy towards students reading comprehension. Therefore, in order to archieve the aims of teaching english, especially in reading comprehension, the

⁵⁰ Mohammed Alshehri, *Improving Reading Comprehension for Saudi Students By Using The Reading Aloud Strategy*, (State University of New York at Fredonia: Dec. 2014), p.12

researcher assumes that using TPRC strategy give significant influence in conversion reading comprehension.

J. Hypothesis

Based on the frame of thinking above, the researcher would like to propose the hypothesis as follows:

Ha: there is a significant influence of using TPRC Strategy towards students' reading comprehension at the eighth grade of SMP Islam 1 Kalirejo in 2018/2019 academic year.

Ho: there is no significant influence of using TPRC Strategy towards students' reading comprehension at the eighth grade of SMP Islam 1 Kalirejo in 2018/2019 academic year.



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